



**TEST-TAKING STRATEGIES IN SPEAKING TESTS USED BY THE
STUDENTS OF ENGLISH EDUCATION DEPARTMENT TEACHER
TRAINING AND EDUCATION FACULTY MURIA KUDUS UNIVERSITY IN
THE ACADEMIC YEAR 2012/2013**

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UNIVERSITY OF MURIA KUDUS
2012**



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Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

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2013**

MOTTO AND DEDICATION

MOTTO

- Trust Allah SWT with give all of yours to him
- My parents are my spirit
- You can give without loving, but you can not loving without giving
- My life is to make your time beautiful
- Patient is good way to solve the problems
- If your tears can make you happy, please crying.

DEDICATION:

- My lovely father and mother. You are the biggest prayer and supporter in my life. Without you, I'm nothing.
- My best friends: Puput, Dhian, Anis and Wiji. Thanks for accompanying me in my sadness and my happiness. Thank to be my best friends. I will always miss you.

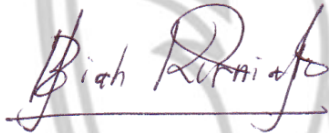
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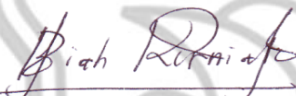
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Finally, I also realizes that the writing is still far from perfect so the writer still needs some comments and suggestions for the goodness in the next time. It will be useful for her for further research and study and all of the readers.



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Farida Kurniasih

ABSTRACT

Kurniasih, Farida. 2013. *"Test-Taking Strategies in Speaking Tests Used by the Students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the Academic Year 2012/2013"*. Skripsi of English Education Department; Teacher Training and Education Faculty of Muria Kudus University. Advisors: (1) Drs. Muh. Syafei , M.Pd. (2) Diah Kurniati, S.Pd, M.Pd.

Key words: test-taking strategies, speaking test, questionnaire

A test is conducted to measure the students ability in a given domain. Speaking test is one of its types which requires a good speaking ability. In taking it, the students must have good strategies to gain the best result. Nevertheless, in English Education Department Teacher Training and Education Faculty Muria Kudus University, I myself found that some students just keep silent during speaking testing. In addition, after testing, there were some of them who did a reflection about the test and there also some who did not. Furthermore, based on some researchers idea, it is realistic enough to say that male and female students are different in using strategies of speaking test.

Concerning the explanation above, I am driven to conduct this research by two main objectives: (i) to know how the test-taking use in speaking tests of the students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the academic year 2012/2013; (ii) to reveal the differences between male and female students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the academic year 2012/2013 in using test-taking strategies in speaking tests.

This research belongs to descriptive qualitative research with the test-taking strategy used in speaking tests as the data and the students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the academic year 2012/2013 who were taking speaking mid-term tests as the data source. In compiling the data, I use questionnaire using six-Likert scale. The questionnaire consists of 15 questions which ask the students test-taking strategy use frequency before, during and after speaking testing. The data are analyzed by scoring each item based on the chosen scale. Those item scores are then analyzed to get the average score of each test stage to know how the students test-taking strategy use. The category of overall interpretation: (i) 1.0 - 2.6 = Bad; (ii) 2.7 - 4.3 = Fair; (iii) 4.4 - 6.0 = Good. Meanwhile, to reveal the differences between male and female students, those item scores are analyzed to get the average score of each item of male and female students with a rounding system: (i) Scores < .50 (less than or the same as .50) is rounded below; (ii) Scores > .50 (more than .50) is rounded above. The interpretations of the result are: (i) 1 = never use the strategy; (ii) 2 = very rarely use the strategy; (iii) 3 = rarely use the strategy; (iv) 4 = occasionally use the strategy; (v) 5 = very frequently use the strategy; (vi) 6 = always use the strategy.

The result of analyzing data shows that the test-taking strategy use in speaking tests of the students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the academic year 2012/2013 falls within good category (average score = 4.6). Furthermore, the differences between male and female students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the academic year 2012/2013 are: (i) before speaking testing: male students are more frequently than female students are trying to speaking test in front of their family, friends or mirror in order to see performance and to get suggestion for the satisfactory result of the speaking test, more always than female students are entering the test room self-confidently either ready or unready, while the female students are more occasionally than male students in studying speaking test in short time than studying in long time but just in once, more always than male students in preparing the entire test needs, including the clothes well; (ii) during speaking testing: male students are more always than female students in showing self-confidence during testing despite their un-readiness in order that they seem to be ready; (iii) after speaking testing: male students are more frequently than female students are in making notes of their mistakes during speaking tests to make them better in the next tests.

Based on the result above, I suggest the students to be more strategic in using the test-taking strategies in speaking tests for the better result in the showing self-confidence during testing despite their un-readiness in order that they seem to be ready. In addition, the lecturers should evaluate the effectiveness of assessment instruments of speaking tests so as to improve the success that the learners have in responding to those instruments. For further research, beside observation and questionnaire, it is better to use interview as supporting data for the better validity.

ABSTRAKSI

Kurniasih, Farida. 2013. *Strategi Menghadapi Tes lisan yang digunakan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus dalam Tahun Ajaran 2012/2013*". Skripsi Program Studi Pendidikan Bahasa Inggris; Fakultas Keguruan dan Ilmu Pendidikan; Universitas Muria Kudus. Dosen Pembimbing: (1) Drs. Muh. Syafei, M.Pd. (2) Diah Kurniati, S.Pd, M.Pd.

Kata kunci: strategi menghadapi tes, tes lisan, kuesioner

Sebuah tes dilaksanakan untuk mengukur kemampuan mahasiswa dalam bidang tertentu. Tes lisan adalah salah satu jenisnya yang mensyaratkan kemampuan berbicara yang bagus. Dalam melaksanakan test tersebut, para mahasiswa harus memiliki strategi yang bagus untuk mendapatkan hasil yang terbaik. Namun, pada Program Studi Pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muria Kudus, saya menjumpai beberapa mahasiswa yang hanya diam ketika tes lisan. Disamping itu, setelah tes, ada beberapa mahasiswa yang melakukan refleksi tentang tes tersebut, ada pula yang tidak. Selanjutnya, berdasarkan para ide-ide peneliti, cukup realistis untuk dikatakan bahwa mahasiswa laki-laki dan perempuan berbeda dalam menggunakan strategi tes lisan.

Terkait penjelasan diatas, saya terdorong untuk mengadakan penelitian dengan dua tujuan utama: (i) untuk mengetahui bagaimana strategi tes lisan yang digunakan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun ajaran 2012/2013.; (ii) untuk mengungkap perbedaan antara mahasiswa laki-laki dan perempuan Program Studi Pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun ajaran 2012/2013 dalam menggunakan strategi tes lisan.

Penelitian ini termasuk dalam penelitian deskriptif kualitatif dengan strategi tes lisan sebagai data dan mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun ajaran 2012/2013 yang mengikuti tes lisan tengah semester sebagai sumber data. Dalam mengumpulkan data, saya menggunakan kuesioner dengan skala *six-Likert*. Kuesioner tersebut terdiri dari 15 pertanyaan yang menanyakan tentang frekuensi strategi tes lisan yang mereka gunakan sebelum, selama, dan setelah tes. Data tersebut dianalisa melalui pemberian nilai pada setiap jawaban berdasarkan skala yang dipilih. Nilai-nilai tersebut lalu dianalisa untuk mendapatkan nilai rata-rata dari masing-masing tahapan tes untuk mengetahui strategi tes yang digunakan mahasiswa. Kategori tafsiran keseluruhan adalah: (i) 1,0 – 2,6 = Tidak baik; (ii) 2,7 – 4,3 = Cukup; (iii) 4,4 – 6,0 = Baik. Sedangkan untuk mengungkap perbedaan antara mahasiswa laki-laki dan perempuan, nilai dari masing-masing jawaban dianalisa untuk mendapatkan nilai rata-rata dari setiap jawaban mahasiswa laki-laki dan perempuan dengan sistem pembulatan: (i) Nilai < ,50 (kurang dari atau sama dengan ,50) dibulatkan kebawah; (ii) Nilai > ,50

(lebih dari ,50) dibulatkan keatas. Tafsiran dari hasil analisa tersebut adalah: (i) 1 = tidak pernah menggunakan strategi tersebut; (ii) 2 = sangat jarang menggunakan strategi tersebut; (iii) 3 = jarang menggunakan strategi tersebut; (iv) 4 = kadang-kadang menggunakan strategi tersebut; (v) 5 = sangat sering menggunakan strategi tersebut; (vi) 6 = selalu menggunakan strategi tersebut.

Hasil analisa data menunjukkan bahwa strategi tes lisan yang digunakan mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun ajaran 2012/2013 tergolong baik (nilai rata-rata = 4.6). Selanjutnya, perbedaan antara mahasiswa laki-laki dan perempuan Program Studi Pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun ajaran 2012/2013 adalah: (i) sebelum tes: mahasiswa laki-laki lebih sering dari pada mahasiswa perempuan dalam mencoba untuk berlatih tes lisan didepan keluarga, teman atau cermin untuk mengetahui penampilan mereka dan mendapat masukan untuk hasil tes lisan yang memuaskan, mahasiswa laki-laki lebih selalu dari pada mahasiswa perempuan dalam bertindak/tampil percaya diri ketika memasuki ruang tes lisan, sedangkan mahasiswa perempuan lebih kadang-kadang dari pada mahasiswa laki-laki dalam belajar tes lisan sebentar tapi sering dari pada sekali dalam waktu yang lama, mahasiswa perempuan lebih selalu dari pada mahasiswa laki-laki dalam mempersiapkan dengan baik segala keperluan tes lisan, termasuk memperhatikan pakaian. (ii) selama tes: mahasiswa laki-laki lebih selalu tampil percaya diri agar tidak tampak tidak siap dari pada mahasiswa perempuan. (iii) setelah tes: mahasiswa laki-laki lebih sering dari pada mahasiswa perempuan dalam membuat catatan tentang kesalahan-kesalahan selama tes lisan untuk perbaikan dalam tes lisan selanjutnya.

Berdasarkan hasil tersebut diatas, saya menyarankan mahasiswa untuk lebih strategis dalam menggunakan strategi tes lisan untuk selalu tampil percaya diri agar tidak tampak tidak siap. Disamping itu, dosen seharusnya meninjau keefektifan instrument tes lisan untuk mengembangkan keberhasilan mahasiswa dalam merespon instrument tersebut. Untuk penelitian selanjutnya, selain kuesioner dan observasi, sebaiknya menggunakan wawancara agar lebih absah.

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